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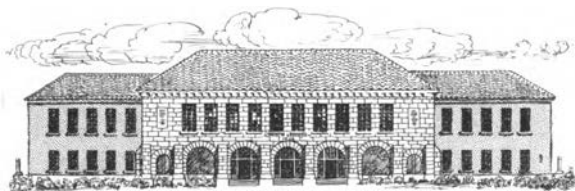
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Intermediate Language Lessons

Emma Serl



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INTERMEDIATE LANGUAGE LESSONS

BY

EMMA SERL

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DEPARTMENT OF
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EMMA SERL

E. P. 1

PREFACE

THE purpose of this book is to aid pupils to speak and write the English language correctly.

The book is intended especially for use of pupils in the fourth, fifth, and sixth grades. It may, however, be adjusted to suit different conditions found in more advanced classes. If "Primary Language Lessons" was used in the last half of the second grade and through the third, the pupil is well prepared to begin "Intermediate Language Lessons" in the fourth grade.

Attention is called to the following features: Literature studies, not only in poetry, but also in fine prose selections. Letter writing on subjects that appeal to child life, and including simple forms of business letters. Drill on correct forms of speech and words often misused. Many exercises to increase the pupil's vocabulary. The making of outlines, and writing and talking from outlines. The various forms in composition, including description, narration, conversation, dialogue, debate, and the writing of rhymes. Both reproduction and original work in oral and written composition. Sequence and careful gradation in arrangement of lessons. The careful treatment of capitalization and punctuation. Observation lessons which furnish material for talking and writing. Lessons on

civic subjects, — such as the school, the court, the state, cleanliness of streets, and needed improvements.

The oral composition in connection with the observation lessons not only aid the pupil in telling readily and accurately what he has seen, but give him self-possession and train him to logical thought.

When an essential fact is taught, the pupil is given practice in using the fact again and again, through dictation, reproduction, and original composition.

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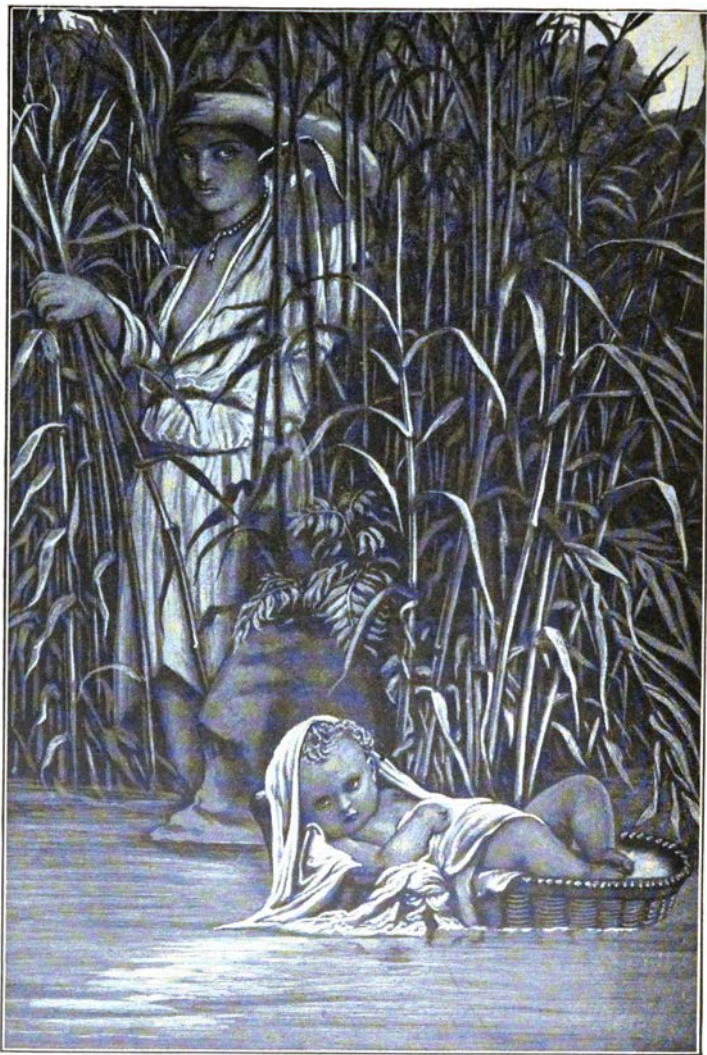
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From a painting by Delaroche.

THE FINDING OF MOSES

PART ONE

LESSON 1

SELECTION FOR STUDY

THE FINDING OF MOSES

Many hundred years ago, in the land of Egypt, a Hebrew mother placed her baby boy in a tiny boat made of bulrushes and hid him among the reeds by the river-side. She did this because Pharaoh, the king of the country, had ordered that all the Hebrew baby boys should be killed. The mother left the child hidden there, while his sister Miriam stood afar off to watch.

At about noon the daughter of Pharaoh went down to the river to bathe. As she and her maids walked slowly along the bank, they saw the boat among the rushes. Wondering what it could be, the princess bade one of her maids to bring it to her.

There in the boat of bulrushes they found the baby boy. When he cried, the king's daughter had compassion on him and said, "This is one of the Hebrews' children."

Then said his sister Miriam to the princess, "Shall I go and call a nurse of the Hebrew women, that she may nurse the child for thee?"

And the king's daughter said to her, "Go."

The sister ran quickly and called the baby's mother.

Pharaoh's daughter said to the mother, "Take the child and nurse it for me, and I will pay thee thy wages."

After the child had grown larger, he went to live with the king's daughter as her son. She called his name Moses, for she said, "I drew him out of the water."

Read the story and then tell it.

Describe the picture.

LESSON 2

NAMES OF PERSONS AND PLACES

From the story, "The Finding of Moses," copy :

The name of a country.

The name of the baby.

The name of the baby's sister.

The name of the king.

With what kind of letter does the name of a person or place begin ?

Make a rule for this use of the capital letter.

Write the names of —

two countries

four cities

five boys

two states

two celebrated men

five girls

LESSON 3

SELECTION FOR STUDY

THE STONE IN THE ROAD

There was once a king who lived in a beautiful palace near a little village. He loved the people in the village and tried in many ways to help them.

But the people were selfish and did not try to help one another. The good king wished to teach them a lesson, so he arose early one morning and placed a large stone in the road which led past his palace. Then, hiding himself near by, he watched to see what would happen.

Soon a woman came along driving some goats to pasture. She scolded because the stone was in the way, and stepping over it she went on up the road.

By and by a man came, riding a donkey. He complained about the stone but drove around it and went on his way.

Other people came and went. Each remarked about the stone, but no one tried to move it.

At last, when the day was almost ended, the miller's boy came down the road. Seeing the stone he halted and put down the bundle he was carrying.

"This stone should not be here," he said. "Some one might fall over it. I will move it out of the way."

The stone was heavy, and the boy could scarcely lift it. But by repeated efforts he at last pushed it from its place and rolled it to one side. As he turned, to continue on his way, he saw that in the place where the stone had been there was a bag upon which something was written. Bending closer he read these words: "This bag of gold belongs to the one who helps others by removing the stone from the road."

The miller's boy carried his treasure homeward with a happy heart, and as the king returned to his palace he said, "I am glad that I have found some one who is unselfish enough to think of the comfort of others."

Tell the story, from the following outline :

The king.

The people.

The stone in the road.

The people who passed.

The miller's boy.

The bag of gold.

Read, in the last part of the story, what the king said.

With what kind of letter is the word *I* always written ?

Make a rule for this use of the capital letter.

LESSON 4

SELECTION TO BE MEMORIZED

True worth is in being, not seeming;
In doing each day that goes by
Some little good; not in the dreaming
Of great things to do by and by.
For whatever men say in their blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

— ALICE CARY.

Copy the quotation and memorize it.

LESSON 5

COMPOSITION—A FAIRY STORY

Read the story, "The Stone in the Road," then make a similar story about a fairy and a beautiful jewel. The fairy places the jewel in a bucket far down in a deep well, then she changes herself to an old woman and asks all who pass to draw water for her to drink.

Make an outline of your story.

Tell the story from the outline.

Begin your story in this way: Once upon a time, a fairy —.

LESSON 6

SELECTION FOR STUDY

THE WISE FAIRY

Once, in a rough wild country,
On the other side of the sea,
There lived a dear little fairy,
And her home was in a tree;
A dear little, queer little fairy,
And as rich as she could be.

To northward and to southward,
She could overlook the land,
And that was why she had her house
In a tree, you understand.
For she was the friend of the friendless,
And her heart was in her hand.

And when she saw poor women
Patiently, day by day,
Spinning, spinning, and spinning
Their lonesome lives away,
She would hide in the flax of their distaffs
A lump of gold, they say.

And when she saw poor ditchers,
Knee-deep in some wet dike,
Digging, digging, and digging,

To their very graves, belike,
She would hide a shining lump of gold
Where their spades would be sure to strike.

And when she saw poor children
Their goats from the pastures take,
Or saw them milking and milking,
Till their arms were ready to break,
What a plashing in their milking pails
Her gifts of gold would make !

Sometimes, in the night, a fisher
Would hear her sweet low call,
And all at once a salmon of gold
Right out of his net would fall ;
But what I have to tell you
Is the strangest thing of all.

If any ditcher, or fisher,
Or child, or spinner old,
Bought shoes for his feet, or bread to eat,
Or a coat to keep from the cold,
The gift of the good old fairy
Was always trusty gold.

But if a ditcher, or a fisher,
Or a spinner, or child so gay,
Bought jewels, or wine, or silks so fine,
Or staked his pleasure at play,

The fairy's gold in his very hold
Would turn to a lump of clay.

So, by and by, the people
Got open their stupid eyes :
"We must learn to spend to some good end,"
They said, "if we are wise ;
'Tis not in the gold we waste or hold,
That a golden blessing lies."

— ALICE CARY.

Explain the third stanza. What is a *distaff*?

Explain the seventh stanza.

Explain the eighth stanza.

Tell the story of the good fairy.

Who wrote this poem ?

What lesson did the author wish to teach ?

Which part of the poem do you like best ?

LESSON 7

ORAL COMPOSITION

Frank and May Rogers each received two dollars for a Christmas present. Tell a story showing how one of the children spent the money foolishly, and one wisely.

LESSON 8

THE SENTENCE

1. A fairy lived on the other side of the sea.
2. Where did she hide lumps of gold ?
3. Do not spend gold foolishly.

Which of the groups of words tells something ?

A group of words that tells something is a *statement*.

What mark of punctuation is placed after a statement ?

Which of the groups of words asks something ?

A group of words that asks something is a *question*.

What mark of punctuation is placed after a question ?

Which of the groups of words makes a command ?

A group of words that orders something is a *command*.

A group of words that tells, or asks, or commands is a *sentence*.

With what kind of letter does the first word of every sentence begin ?

1. Write five statements about "The Wise Fairy."
2. Write five questions about "The Wise Fairy."



From a painting by J. G. Brown.

(10)

THE FLOWER GIRL

3. Write five commands that the fairy might have given to the people, or that they may have given to each other.

LESSON 9

PICTURE STUDY—THE FLOWER GIRL

What story does the picture tell ?

How old do you think the little girl is ?

From what kind of a home do you imagine she may have come ?

Why do you think she is selling flowers ?

What do you think the boys are saying ?

Do you imagine that they will buy any flowers ?

How do you think these boys make money ?

Can you suggest another name for the picture ?

LESSON 10

COMPOSITION

Write the story that one of the boys in the picture, "The Flower Girl," might tell his sister.

Begin it in this way :

As I was going down the street I —.

LESSON 11

USE OF THE DICTIONARY

How are words in the dictionary arranged ?

How is the pronunciation of a word indicated ?

Write words containing the following sounds :

ā ā ä å ą ē ě ī ĭ ō
 ǒ ū ů ę e ġ ĝ š ŷ ŷ

Study, in your dictionary, the following ; see who can be the first to find each word : castle, hedge, complain, surprise, orchard, meadow, stanza, description, refer, flax, paragraph, compassion, shelter, dictation, powerful, mirror, initial, brim.

Copy the words, dividing them into syllables and placing marks of pronunciation as given in the dictionary. Pronounce the words.

LESSON 12

CORRECT USE OF WORDS

1. Did you call him ?
2. Did you call me ?
3. Did you call him and me ?
4. Mother bought some candy for you.
5. Mother bought some candy for me.
6. Mother bought some candy for you and me.

Study the sentences.

Write a sentence containing the word *me*.

Write the sentence again, using *him and me* in place of *me*.

Write another sentence containing the word *me*.

Write the sentence again, using *you and me* in place of *me*.

Write another sentence containing *me*.

Write the sentence again, using *her and me* in place of *me*.

Write a sentence containing the word *us*.

Write the sentence again, using *them and us* in place of *us*.

LESSON 13

SELECTION TO BE MEMORIZED

THE ROBIN

In the tall elm tree sat the robin bright,
Through the rainy April day,
And he caroled clear with a pure delight,
In the face of the sky so gray.
And the silver rain through the blossoms dropped,
And fell on the robin's coat,
And his brave red breast, but he never stopped
Piping his cheerful note.

For oh, the fields were green and glad,
And the blissful life that stirred
In the earth's wide breast, was full and warm
In the heart of the little bird.
The rain cloud lifted, the sunset light
Streamed wide over valley and hill;
As the plains of heaven the land grew bright,
And the warm south wind was still.

Then loud and clear called the happy bird,
And rapturously he sang,
Till wood and meadow and riverside
With jubilant echoes rang.
But the sun dropped down in the quiet west,
And he hushed his song at last;
All nature softly sank to rest,
And the April day had passed.

— CELIA THAXTER.

Find in the dictionary words that might be used
for *caroled*, *pipng*, *blissful*, *rapturously*, *jubilant*.

Which do you like better, the words you found
in the dictionary or the ones the author uses ?

A single line of poetry is called a *verse*.

The parts into which a poem is divided are
called *stanzas*.

With what kind of letter does the first word of
each line of a poem begin ?

LESSON 14

CORRECT USE OF WORDS

Copy the following sentences, filling the blanks with *is* or *are*:

1. There — a tall elm tree in the meadow.
2. There — a robin in the tree.
3. There — green fields near by.
4. There — rain clouds in the sky.
5. There — a warm wind blowing from the south.

Copy the sentences again, filling the blanks with *was* or *were*.

Use in sentences: *is, are, was, were*.

Begin each sentence with *There*.

LESSON 15

CONVERSATION — BIRDS

quail	meadow lark	owl
bluebird	oriole	swan
goldfinch	flicker	duck
heron	hawk	woodpecker
stork	crane	sparrow

Which of these birds are swimmers? What kind of feet have they?

Which of these birds have long legs and wade in the water ?

Which are birds of prey ? What kind of bills have they ?

Which are seed eaters ?

Which are sweet singers ?

Tell what you can of the habits of these birds.

LESSON 16

COMPOSITION—DESCRIPTION OF A BIRD

I am thinking of a bird that is not so large as the robin. Its colors are orange and black. It eats bugs and worms. It weaves its nest, hanging the nest in a tall tree. It sings sweetly.

Of what bird am I thinking ?

Write a similar description of one of the birds mentioned in Lesson 15, or of some other bird that you have seen.

Follow this outline in writing :

Size.	Nest.
Color.	Song.
Food.	Other habits.

Read your description aloud, and let the rest of the class guess the answer.

LESSON 17

CORRECT USE OF WORDS

1. Write three sentences telling about what you have taught a dog or other pet to do.
2. Write three sentences telling what you have learned at school.
3. Write two sentences telling something you have learned outside of school.
4. Write a sentence telling what birds teach their young.

When is it correct to use the word *learn*?

When is it correct to use the word *teach*?

Use in sentences the following: this bird; that bird; these birds; those birds.

Which of the sentences refer to birds *near* you?

Which sentences refer to birds *away from* you?

Which of the sentences refer to *one* bird?

Which refer to *more than one* bird?

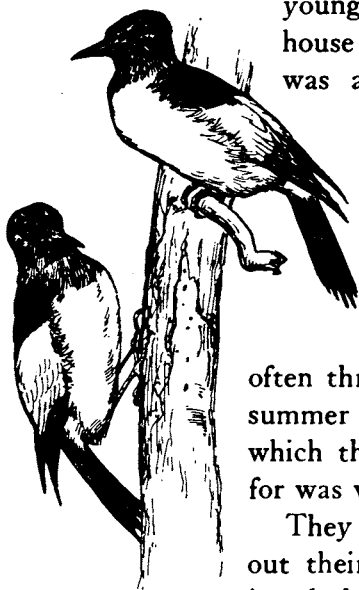
Make a rule for the use of *this*, *that*, *these*, *those*.

LESSON 18

SELECTION FOR STUDY

THE RED-HEADED WOODPECKER

The pair of Redheads had spent a whole month in the spring picking out a new home, for they were, a young couple and had never kept house before. The new home was a large, clean, comfortable hole, about a foot and a half deep, in a dying oak.



The oak had been chosen because it was near a house, for they remembered that the people living there had often thrown them food during the summer before; and surely food which they would not have to dig for was worth considering.

They were a long time in digging out their home, but they had enjoyed the work even though it was hard. They had taken turn about, each working some twenty minutes.

When the house was finished, the birds were delighted with it, and it certainly was a snug little place. To

human creatures on the ground below, it looked like nothing more than a large auger hole; but if they had taken the trouble to climb up, they would have found the cleanest pocket of a home that they had ever seen.

In it six little ones were hatched and cared for. It was astonishing how much those nestlings ate. The parents fed them on insects, some of which they caught on their sticky tongues as they flew through the air, and some they had to get under bark on dead trees. These insects they drew out with the sawlike edges of their tongues.

— From *Our Birds and Their Nestlings*.

Tell something of the red-headed woodpecker.

What other birds build nests in holes which they make in the sides of trees?

How does a woodpecker cling to the side of a tree?

This story is divided into five parts. The first part tells about the home of the woodpeckers.

What does the second part tell about? The third part? The fourth? The fifth?

Each of these parts is called a *paragraph*.

Paragraphs are composed of one or more sentences referring to the same central thought.

Notice that the first word of each paragraph is set a little to the right of the margin. The first word of each paragraph is said to be *indented*.

LESSON 19

AN IMAGINARY DIALOGUE

Robin and Mrs. Robin are trying to find a place for a nest. Robin wishes to build in the elm tree near the barn; Mrs. Robin says she is afraid of the cat. Robin suggests some other place, but Mrs. Robin does not like it. Mrs. Robin finds a branch in the maple tree that suits her. They begin to build the nest. Mrs. Robin brings some horsehair, and Robin finds a few pieces of string.

Write in dialogue form an imaginary conversation between the two.

Use this form:

Robin. ——— ——— ——— .

Mrs. Robin. ——— ——— ——— .

Robin. ——— ——— ——— .

LESSON 20

WORDS OF A SERIES

1. The canary and the meadow lark and the oriole and the bluebird can sing.
2. The canary, the meadow lark, the oriole, and the bluebird can sing.

The names of birds in sentences 1 and 2 are said to be in *series*.

What word connects the names in 1 ?

Where are commas used in 2 ?

What punctuation mark separates words of a series, when not all the connecting words are expressed ?

1. Write a sentence stating four things that a robin can do.

2. Write a sentence containing the names of five kinds of animals.

3. Write a sentence containing the names of five kinds of fruit trees.

4. Write a sentence mentioning any six objects.

5. Write a sentence containing the names of the colors of the rainbow.

6. Write a sentence containing the names of three of the states.

Do not use *and* more than once in any sentence.

LESSON 21

PARAGRAPHS

Arrange the following sentences in four paragraphs; be sure that each paragraph contains sentences referring to one central thought :

AN INDIAN LEGEND

A priest went forth in the early dawn.

The sky was clear.

The grass and the flowers waved in the breeze that rose as the sun threw its beams over the earth.

Birds of all kinds vied with each other, as they sang their joy on that glorious morning.

The priest stood listening.

Suddenly, off at one side, he heard a trill that rose higher and clearer than all the rest.

He moved toward the place whence the song came, that he might see what manner of bird it was that could send farther than all the others its happy notes.

As he came near, he beheld a tiny brown bird with open bill, the feathers on its throat rippling with the fervor of its song.

It was the wren, the smallest, the least powerful of birds, that seemed to be most glad, and to pour out in melody to the rising sun its delight in life.

As the priest looked, he thought: "Here is a teaching for my people.

"Everyone can be happy; even the weakest can have his song of thanks."

So he told to his people the story of the wren, and it has been handed down from that day, — a day so long ago that no man can remember the time.

— From *Our Birds and Their Nestlings*.

LESSON 22

CONVERSATION — INDIANS

Tell what you can of the following :

Indian homes.

Occupations of the men.

Occupations of the women.

Education of the boys.

Wigwams.

Canoes.

Weapons.

Food — how prepared.

Bring to school Indian relics, or pictures of Indian life.

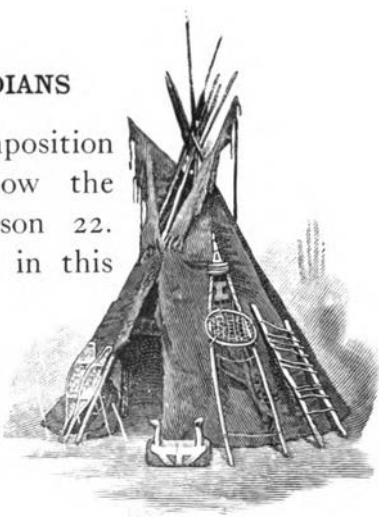


LESSON 23

COMPOSITION — INDIANS

Write a short composition about Indians. Follow the outline given in Lesson 22. Begin the composition in this way :

Long before the white people came to America, Indians roamed here and there over this broad country.



LESSON 24

TITLES AND ABBREVIATIONS

President Adams
Doctor Johnson
Uncle George

Admiral Evans
Judge Fuller
Cousin Ada

With what kind of letter does a title begin when it is written with the name of a person ?

Make a rule for this use of the capital letter.

Words are sometimes written in a shorter way ; they are then said to be *abbreviated*.

1. Write the names of the months and their abbreviations.
2. Write the names of the days of the week and their abbreviations.
3. Write the name of the state in which you live and its abbreviation.

With what kind of letter does the name of each day of the week and month of the year begin ?

What punctuation mark follows an abbreviation ?

Write the names for which the following abbreviations stand: Rev., Dr., Ave., St., Jr., Sr., Mr., Mrs.

LESSON 25

HELEN KELLER

On the third day of May, 1880, a baby girl was born, who has since become known to the world as Helen Keller. The baby was pretty and bright, but before she was old enough to talk she had a dreadful illness which left her both blind and deaf.

For nearly six years she was very sad and lonely, for she could neither see nor hear nor talk. Then a wonderful teacher came, who began to spell words into Helen's hand. The child imitated the signs, but for some time she did not know that her teacher was trying to talk to her. When at last she understood that she could communicate with people, she was greatly

excited. Every day she learned the names of new things, and in a short time she could spell out whole sentences on her fingers.

By placing her fingers upon the lips and throat of her teacher she even learned to speak aloud. Her progress was rapid, and after completing the high school studies she went to college. She is now a graduate of one of the largest universities, and she has shown the world how one can be happy and useful, even though greatly afflicted.

Why is Helen Keller's teacher called wonderful ?
Tell the story of Helen Keller.

Find out anything else you can about her.

What is the *central* thought in each paragraph of the selection ?

Use the following words in sentences : *communicate, imitate, graduate*.

Can you find in this lesson a word which is divided at the end of a line ? What mark shows that the word is continued on the next line ?

When a word is divided at the end of a line the division should be made between syllables.

A *hyphen* (-) is used at the end of a line to connect the syllables of a divided word.

Tell how the following words might be divided at the end of a line : *dreadful, imitated, excited*.

LESSON 26

LETTER WRITING

HELEN KELLER TO OLIVER WENDELL HOLMES

SOUTH BOSTON, MASS.

March 1, 1890

DEAR KIND POET :

I have thought of you many times since that bright Sunday when I bade you good-by ; and I am going to write you a letter because I love you. I am sorry that you have no little children to play with you sometimes ; but I think you are very happy with your books, and your many, many friends.

On Washington's Birthday a great many people came here to see the blind children ; and I read for them from your poems, and showed them some beautiful shells which came from a little island near Palos.

I am reading a very sad story called "Little Jakey." Jakey was the sweetest little fellow you can imagine, but he was poor and blind. I used to think, — when I was small and before I could read, — that everybody was always happy, and at first it made me very sad to know about pain and great sorrow ; but now I know that we could never learn to be brave and patient if there were only joy in the world.

I am studying about insects in zoölogy, and I have

learned many things about butterflies. They do not make honey for us like the bees, but many of them are as beautiful as the flowers they light upon, and they always delight the hearts of little children. They live a gay life flitting from flower to flower, sipping the drops of honeydew, without a thought for the morrow. They are just like boys and girls when they forget books and studies, and run away to the woods and fields to gather wild flowers or to wade in the ponds for fragrant lilies, happy in the bright sunshine.

If my little sister comes to Boston next June, will you let me bring her to see you? She is a lovely baby and I am sure you will love her.

Now I must tell my gentle poet good-by, for I have a letter to write home before I go to bed.

From your loving little friend,

HELEN A. KELLER.

This letter is taken from "A Story of My Life," by Helen Keller.

How old was she when she wrote this letter? Compare the date with the date of her birth.

To what does she compare butterflies? How do you suppose she could gain any knowledge of such insects?

Mention the central thought of each paragraph of this letter. Arrange the topics in the form of an outline.

LESSON 27

LETTER WRITING

Read again the letter in Lesson 26.

Where was the letter written? What punctuation mark is placed between the name of the city and that of the state? What mark follows the name of the state? Why is the period used?

The part of the letter that tells where it was written and when it was written is *the heading*.

The letter begins, "Dear kind Poet." This part of the letter is called *the salutation*.

The *body of the letter* follows the salutation.

The letter closes with "From your loving little friend." This is called *the complimentary close*.

The *signature* of the person writing the letter follows the complimentary close.

What mark of punctuation follows the salutation? The complimentary close? The signature?

Write these headings from dictation:

Boston, Mass.

Jacksonville, Fla.

Jan. 6, 1914

June 16, 1914

Columbia University
New York, N.Y.

1104 South Wabash Ave.
Chicago, Ill.

Mar. 13, 1914

May 1, 1914

LESSON 28

LETTER WRITING

Write one of the following letters :

1. Your friend, Charles White, who lives in the country, has sent you a puppy by express. Write a letter telling how you received the box, what the puppy did when you opened the box, what you have named him, and how you expect to train the dog.

Thank your friend for sending you such a fine present, and invite him to visit you.

2. Your Uncle Frank has sent you a fine box of fruit.

Write a letter telling when it arrived and how pleased you were to receive it. Tell with whom you shared part of your gift.

Say that your parents have agreed to let you visit your uncle next summer and that you are looking forward to your summer vacation with much pleasure.

Tell any items of interest concerning your family that your uncle might like to know.

Your letter should have *heading, salutation, body, complimentary close, and signature.*

LESSON 29

ADDRESSING AN ENVELOPE

Mr. George W. Mitchell
1620 St. Charles Avenue
New Orleans
Louisiana

The envelope should contain the name of the person to whom the letter is to be sent, the street and number if the person lives in a city, the name of the city or town, and the name of the state.

If the letter is to be sent to the country, where there is rural free delivery, the letters R. D. and the number of the route should be placed in the lower left-hand corner of the envelope.

Address envelopes to the following :

1. Mrs. A. D. Clark, Avalon, Wis., R. D. 4.
2. Miss Helen Brady, 2014 Third Avenue, Minneapolis, Minn.

Where should the postage stamp be placed ?



LESSON 30

SELECTION TO BE MEMORIZED

What plant we in this apple tree ?
Buds which the breath of summer days
Shall lengthen into leafy sprays ;
Boughs where the thrush, with crimson breast,
Shall haunt, and sing, and hide her nest ;
We plant, upon the sunny lea,
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple tree.

— WILLIAM CULLEN BRYANT.

Memorize the selection.

LESSON 31

DICTATION

If you live in a large city, you may not know the apple tree. In winter it is a short, grayish tree, with a flat or rounded top. Its stout, thick branches are irregular and rigid.

In the spring it is a white tree. Its large clusters of white and pink flowers look like short-stemmed bouquets with a margin of leaves below.

In autumn it is a green tree filled with fruit of red and gold.

— From *Ten Common Trees*.

What is the central thought of each of these paragraphs?

Write the paragraphs about the apple tree from dictation.

LESSON 32

CONVERSATION — FRUITS

Tell what you can about the following fruits : grapes, oranges, lemons, peaches, apples, bananas, currants, strawberries, plums, blackberries, pears, apricots, cranberries, raspberries.

Write sentences answering the following questions, each sentence to contain a series of words :

1. Which of these fruits grow on trees ?
2. Which grow on vines ?
3. Which grow on bushes ?
4. Which grow only where it is always warm ?
5. Which have you seen growing ?
6. Which fruits can be shipped long distances ?

LESSON 33

DESCRIPTION—A FRUIT STORE

Write a description of a fruit store, using the following outline :

1. Location of store.
2. Owner.
3. Kinds of fruit in the store.
4. Parts of the world from which the fruit came.
5. Losses in the fruit business.

Parts 1 and 2 of the outline may be combined in one sentence.

Part 3 should contain words in a series.

Into how many paragraphs should your description be divided ?

LESSON 34

CORRECT USE OF WORDS

1. Set the fern on the table.
2. You may sit in this chair.
3. Sit in a good position when you write.
4. We set the flowers in the window.
5. I sat under the big tree.

In which of the sentences is an object referred to as placed in a certain position ?

The word *sit* means to take a seat.

When an object is placed in any position the word *set* may be used.

Write six sentences telling —

Where you set the dishes.

Where you set the geraniums.

Who set the dishes on the table.

Where you like to sit.

Who sits near you at school.

Who sits nearest the teacher's desk.

Copy the following sentences, filling the blanks with *set*, *sit*, or *sat*:

1. Mary, — the basket on the porch.
2. Bring your chair and — near me.

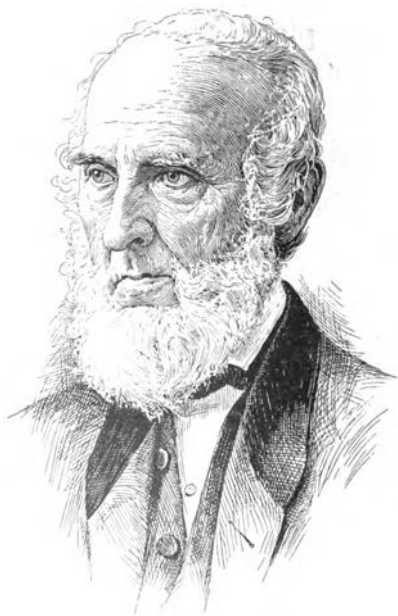
3. — your doll in the doll carriage.
4. The dog likes to — near the fire.
5. I — near the window yesterday.
6. Do not be afraid, I will — near you.
7. — that bottle of ink on the desk.

LESSON 35

SELECTION FOR STUDY

THE BAREFOOT BOY

Blessings on thee, little
man,
Barefoot boy, with
cheek of tan !
With thy turned-up
pantaloons,
And thy merry whistled
tunes ;
With thy red lip, red-
der still
Kissed by strawberries
on the hill ;
With the sunshine on
thy face,
Through thy torn
brim's jaunty grace ;
From my heart I give
thee joy, —



JOHN GREENLEAF WHITTIER

I was once a barefoot boy !
Let the million-dollared ride !
Barefoot, trudging at his side,
Thou hast more than he can buy
In the reach of ear and eye, —
Outward sunshine, inward joy :
Blessings on thee, barefoot boy !
Oh, for boyhood's painless play,
Sleep that wakes in laughing day,
Health that mocks the doctor's rules,
Knowledge never learned of schools,
Of the wild bee's morning chase,
Of the wild flower's time and place,
Flight of fowl and habitude
Of the tenants of the wood ;
How the tortoise bears his shell,
How the woodchuck digs his cell,
And the ground mole sinks his well ;
How the robin feeds her young,
How the oriole's nest is hung ;
Where the whitest lilies blow,
Where the freshest berries grow,
Where the ground nut trails its vine,
Where the wood grape's clusters shine ;
Of the black wasp's cunning way,
Mason of his walls of clay,
And the architectural plans
Of gray hornet artisans !

For, eschewing books and tasks,
Nature answers all he asks;
Hand in hand with her he walks,
Face to face with her he talks,
Part and parcel of her joy, —
Blessings on the barefoot boy !

— JOHN GREENLEAF WHITTIER.

Consult the dictionary for meanings of the following words ; divide the words into syllables and mark the accented syllables : *jaunty*, *habitude*, *architectural*, *artisans*, *eschewing*.

Describe the boy as the first stanza of the poem pictures him :

How was he dressed ?

How old do you think he was ?

If you were to draw a picture of him, what would you have him doing ?

What background would you use ?

Would the fifth and sixth lines suggest anything for your picture ?

How did the poet know so much about a barefoot boy ?

How does the barefoot boy have more than the rich man can buy ?

Why is the wasp called a “mason” ?

Tell what you can of an oriole’s nest.

What knowledge does the boy have that he never learned in school ?

Name some of the “tenants of the wood” that the boy might know.

Write the names of three insects, two birds, and three animals mentioned in the poem.

Write sentences telling something of the habits of each.

What flowers and fruits are mentioned ?

LESSON 36

CONVERSATION—THE FARMER

Tell of the work of the farmer —

in spring

in autumn

in summer

in winter

What implements does the farmer use in his work ?

How have modern inventions lightened the work of the farmer ?

In what ways does the success of his work depend upon nature ?

What kinds of crops are raised on farms in your section of the country ?

Notice that the names of the seasons do not begin with capital letters.

LESSON 37

POSSESSIVE FORM

1. The barefoot boy knows how the oriole's nest is hung.
2. He knows the black wasp's cunning ways.
3. He has seen the woodchuck's cell.

Whose nest is mentioned in the first sentence ?

To what words are the *apostrophe* (') and *s* added to show ownership or possession ?

Words written in this way to show ownership are said to be in the *possessive form*.

What words in the second and third sentences are in the possessive form ?

Find examples of the possessive form in Lessons 1, 3, 13, and 26.

Write sentences containing the following :

the miller's boy	the barefoot boy's hat
the rich man's house	Pharaoh's daughter

Use in sentences the possessive form of each of the following words : man, bluebird, squirrel, fairy, king, sister.

LESSON 38

COMPOSITION

One morning in spring, Farmer Davis said, "I see that old Speckle wants to raise some more chickens. I think I will let her raise some ducks instead. I will get some ducks' eggs when I go to town this afternoon."

Copy the paragraph and complete the story by telling how long Speckle had to wait for the eggs to hatch, how the ducklings differed from little chickens, how Speckle took care of them, and what happened one day at the pond.

Let the sentences in each paragraph of your story be about one central thought.

LESSON 39

NAMES

John Greenleaf Whittier wrote beautiful poems. Whittier is the *family name* or *surname*.

John is the name that was given to the poet by his parents, and is called the *given name*.

The name between the given name and the surname is the *middle name*.

With what kind of letter does each word of the name of a person begin ?

The first letter of a word is called an *initial*.

Mr. Whittier's initials are J. G. W.

What punctuation mark is placed after an initial when used alone ?

Write these names, using initials only for the given and middle names :

Oliver Wendell Holmes

James Russell Lowell

Ralph Waldo Emerson

William Cullen Bryant

LESSON 40

SELECTION FOR STUDY

STORY OF THE FLAX



The flax plant was in bloom; its little blue flowers were as delicate as the wings of a butterfly. The sun shone on it, the rain clouds gave it water, and the soft south wind blew it gently to and fro.

One day the farmer and his men came into the field. They took hold of the flax plant and pulled it up by the roots. Then they laid it in water, as if they were going to drown it, and after that they put it near a hot fire until it was almost burned up.

Then they broke it, they hackled it, and they combed it, until there was nothing left but the fine fibers of which its bark was made. A spinning wheel spun the fibers into long threads, and a loom wove the threads into a piece of beautiful white linen.

A mother bought the linen and made it into a dainty dress for her baby. But dresses wear out, and after a time this one was thrown into an ash barrel.

One day a rag picker found the linen rags and took them to a great mill. There they were soaked in hot water. They were ground into pulp and then passed under heavy rollers. Instead of linen rags, sheets of fine linen paper came out.

A bookmaker visited the mill. He bought the fine paper, and upon it were printed, soon after, the words of a great poet.

Make a list of the changes through which the flax passed.

Tell the story of the flax.

Into how many paragraphs is this story divided ?

What is the central thought in each paragraph ?

Tell what you can of looms and methods of weaving.

Tell something about the process of printing.

Write the first and second paragraphs from dictation.

LESSON 41

COMPOSITION — DESCRIPTION

Write a paragraph describing this book.

Tell about —

The cover — material, color, design.

The paper — thick or thin.

The print — large or small.

The margins — narrow or wide.

The illustrations.

LESSON 42

COMPOSITION — THE THIRSTY CROW

A crow had had no water to drink for a long time. Seeing a pitcher she flew to it with great eagerness, but she found the water so low that she could not reach it. She tried to break the pitcher with her beak and then to overturn it with her foot, but her efforts were all in vain.

At last she thought of a plan: She picked up a number of little stones and dropped them one by one into the pitcher.

They fell to the bottom, and the water was soon raised so high that the thirsty crow was able to quench her thirst.

THE CROW'S STORY

I am so thirsty ! I have had no water to drink for a long time. If I do not find some water soon, I shall die.

There is a pitcher, perhaps —.

Copy these sentences, and complete the story as the crow might have told it.

Write your story in paragraphs.

LESSON 43

COMPOSITION — DIALOGUE

A grasshopper that loved to sing and dance met an ant that was putting away food for winter.

Write a conversation which may have taken place between the two, when the grasshopper urged the ant to play with him.

Use this form :

Grasshopper. Good morning, — —.

Ant. — —.

When winter came the grasshopper went to the ant's house begging for food.

Write the second conversation.

LESSON 44

CONVERSATION—THE CAT FAMILY

Talk about the house cat, from the following outline :

Size.

Color.

Covering of body.

Feet — claws and soft pads.

Eyes.

Use of whiskers.

Roughness of tongue.

Teeth.

Food.

Method of hunting.

Habits.

Varieties of cats.

Use.

Cleanliness.

Friendliness.

Affection for young.

Means of protection.



Animals that are similar in general structure and habits are said to belong to the same family.

The following animals belong to the cat family ;

compare those you have seen with the house cat, using the points given in the outline :

lion	tiger
panther	wild cat
leopard	jaguar
puma	lynx

Write ten questions about an animal of the cat family. Read your questions, and call upon other pupils to answer.

Find and bring to class pictures of any of the animals mentioned in this lesson.

LESSON 45

COMPOSITION — DESCRIPTION OF AN ANIMAL

Write a description of one of the following animals :

tiger	dog
bear	wolf
cat	fox
rabbit	giraffe
squirrel	elephant

Model your description after the one given in Lesson 44.

LESSON 46

DICTATION—DESCRIPTION OF A LION



The lion is often called “the king of beasts.” In height he varies from three to four feet, and he is from six to nine feet long. His coat is yellowish brown or tawny in color, and his neck is covered with a shaggy mane which gives his head a majestic appearance.

The home of the lion is in the forests of Asia or in Africa, where he is a terror to man and beast. He usually remains concealed during the day, but as the darkness comes on he prowls about where other animals are accustomed to go for food or drink. Hidden by the rocks or bushes, he waits until some creature comes near, then with a loud roar he springs upon his prey.

Use in sentences: *height, tawny, shaggy, terror, prowls, creature, concealed.*

Why is the lion called “the king of beasts”?

Tell any stories of lions that you may have heard or read.

Make an outline of the description.

Write the description from dictation.

LESSON 47

REPRODUCTION — A FABLE

Two cats once found a piece of cheese, and they began to quarrel about it. Both cats claimed the cheese. One cat said that she had seen it first, the other said that she had picked it up first.

As they could not agree which should have the cheese, they called in a monkey and asked him to settle the quarrel.

The monkey said he would cut the cheese into two parts, and each cat could have one part. The cats thought this a fair arrangement, so the monkey cut the cheese with a knife.

He looked at the pieces and said he thought that one was a little larger than the other, so he took a bite off one piece. Then he said the other was larger, so he took a bite from that one.

The cats begged him to stop, but the monkey refused to give them the cheese until both parts had been made even. He nibbled first from one piece and then from the other.

At last he said that what was left was just enough to pay him for settling the quarrel. He quickly ate all that remained and ran away.

Write this fable in dialogue form.

Begin it in this way :

First Cat. This is my piece of cheese.

Second Cat. No, it is not yours. I saw it first.

First Cat. — — —.

Second Cat. — — —.

First Cat. — — —.

Monkey. — — —.

What punctuation mark is placed after the word *no*?

The words *yés* and *no*, when used in answering questions, are generally followed by commas, except at the end of a sentence.

Find examples of the use of *yes* and *no*, in your readers.

LESSON 48

COMPOSITION

Read once more the story of "The Quarrel," Lesson 47.

Write a similar story about two little girls, a larger boy, and a ripe peach.

Where did the little girls get the ripe peach?

Why did they quarrel about it?

Whom did they ask to settle the quarrel?

What did the larger boy say?

What did he do?

LESSON 49

REPRODUCTION — A FABLE

Write in your own words one of the following fables :

The Fox in the Well.

The Hare and the Tortoise.

The Dog and his Shadow.

The Fox who Lost his Tail.

The Wind and the Sun.

The Lion and the Mouse.

The Fox and the Crane.

If you do not know any of these, write some other fable.

LESSON 50

IMAGINATIVE LETTER

A boy or girl has gone away for a visit, leaving a kitten at home. Write a letter from the kitten, which tells how it is being treated, what the other children in the house are doing, and how it wishes for the return of its master or mistress.

Include some incident that might happen in the life of a kitten.

LESSON 51

SUMMARY

TO REMEMBER

The first word of every sentence begins with a capital letter.

The word *I* is written as a capital letter.

The first word of every line of poetry begins with a capital letter.

Names of persons and places begin with capital letters.

A title, when written with the name of a person, begins with a capital letter.

The names of the days of the week and the months of the year begin with capital letters.

The first word and each important word in titles of poems, books, etc., begin with capital letters.

A period is placed after a statement.

A period is placed after an abbreviation.

A period is placed after an initial when used alone.

A question mark is placed after a question.

Words of a series are separated by commas unless all the connecting words are expressed.

The words *yes* and *no*, when used in answering questions, are generally followed by commas except at the end of a sentence.

A hyphen is used at the end of a line to connect the syllables of a divided word.

A group of words that states something, or asks something, or expresses a command is called a sentence.

A paragraph is composed of one or more sentences about the same central thought.

A sentence that tells something is a statement.

A sentence that asks something is a question.

The parts into which a poem is divided are called stanzas.

LESSON 52

DICTATION — QUOTATION MARKS

A little red hen found a grain of wheat.

She said, "Who will plant this wheat?"

The rat said, "Not I."

The cat said, "Not I."

The pig said, "Not I."

"I will," said the little red hen, and she did.

Read what the hen said.

The marks that inclose the exact words spoken by the hen are called *quotation marks* (“ ”).

Where do you find other quotation marks ?

Write the sentences from dictation.

LESSON 53

MEANING OF WORDS

Write a word opposite in meaning to each word of the following list ; write the words in pairs, thus, *busy* — *idle* :

honest	large
certain	bitter
broad	sour
deep	industrious
high	generous
heavy	quiet
wide	tame
valuable	slow
rare	difficult

Write other words that are opposite in meaning.

Write five sentences containing words and their opposites.

LESSON 54

SELECTION FOR STUDY

DON'T GIVE UP

If you've tried and have not won,
Never stop for crying ;
All that's great and good is done
Just by patient trying.

Though young birds, in flying, fall,
Still their wings grow stronger ;
And the next time they can keep
Up a little longer.

Though the sturdy oak has known
Many a blast that bowed her,
She has risen again, and grown
Loftier and prouder.

If by easy work you beat,
Who the more will prize you ?
Gaining victory from defeat,
That's the test that tries you !

— PHOEBE CARY.

What does this poem teach ?
Explain *patient trying*. What lessons in school
require *patient trying*?

How may victory be gained from defeat ?
What may be learned from defeat ?

If a football team is defeated, what may the players learn that will help when they play again ?

If a pupil fails in examination, what may he learn from his failure ?

Write the first and second stanzas of the poem from dictation.

Memorize the poem.

LESSON 55

CONTRACTIONS

What does *you've* mean, Lesson 54 ?

Write the two words for which *you've* stands.

What letters have been omitted ?

The mark showing that a letter or letters have been omitted is called an *apostrophe*.

You've is a *contraction*.

Find another contraction in Lesson 54. For what words does it stand ?

Write the words for which the following contractions stand : I'm, can't, don't, I'll, they'll, we'll, you've, he's, it's, they're, couldn't, wouldn't.

Write sentences containing five of these contractions.

LESSON 56

QUOTATIONS

The teacher said, "Some one is at the door."

Tom said, "It is not I."

"Perhaps it is Frank," said the teacher.

"I am sure it is not he," said Tom.

"Is it Lucile?" asked the teacher.

"It is not she," Tom replied.

"Then it must be Henry and Frank," said the teacher.

"Yes, it is they," said Tom.

Read the teacher's exact words, as used in the first sentence.

These words are called a *direct quotation*.

Read the direct quotation given in the second sentence.

What marks inclose the direct quotation?

What punctuation mark separates the direct quotation from the rest of the sentence?

With what kind of letter does the first word of a direct quotation begin?

Notice the use of *I*, *he*, *she*, and *they* in the sentences.

LESSON 57

DICTATION

Copy from Lesson 56 the conversation between the teacher and Tom. Pay special attention to punctuation.

Write the conversation from dictation.

LESSON 58

CORRECT USE OF WORDS

Write questions which might be answered by the following :

It was I.

It was not I, it was he.

I think it was she.

I am sure it is he.

It was we.

It might have been they.

It is I.

It was he and I.

It was they.

No, it is not he.

Yes, it is she.

Write the answer after each of your questions.

LESSON 59

DESCRIPTION OF A GAME

Select one of the following exercises :

1. Draw a diagram of a baseball ground.

Write a description of the game, telling how many players there are on a side, where the different players stand, and what points count in winning.

Write three or more rules for the game.

2. Draw a diagram of a tennis court.

Write a description of the game.

Write two or more rules for the game.

3. Draw a diagram of a croquet ground.

Write a description of the game.

Write two or more rules for the game.

4. Write a description of the game you like best to play.

LESSON 60

LETTER WRITING

Your Aunt Ellen has sent you a ball and bat, a tennis racquet, or a croquet set, for a birthday present.

Write a letter thanking her : Say how kind you think she was to remember your birthday, tell where you play your games, and include any family news that you think might be of special interest to her.

REVIEW

Why does *Aunt* begin with a capital letter ?

Name other words that begin with capital letters when used as parts of names.

LESSON 61

PICTURE STUDY—GAMBOLS OF CHILDREN

Tell what you see in the picture.

What is the meaning of the word *gambols*?

Can you suggest another name for the picture ?

Are these American children ? Give a reason for your answer.

Describe the background of the picture.

Tell a story that the picture suggests to you.

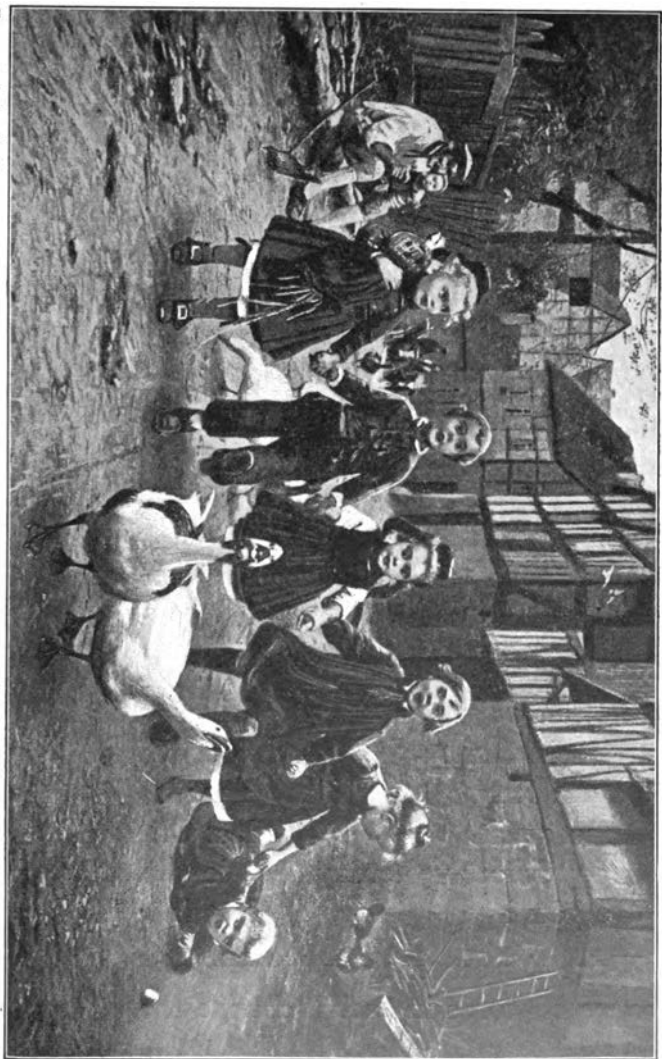
Which child do you think is the oldest ? Which is the youngest ?

What do you think the man is telling the child on his lap ?

What in the picture suggests happiness ?

From a painting by Linn.

GAMBOLS OF CHILDREN



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LESSON 62

CORRECT USE OF WORDS

1. Birds *sing* in the leafy trees.
2. The artist *draws* pictures of strange scenes.
3. The bells *ring* loud and clear.
4. The rain *comes* to the thirsty flowers.
5. We *see* ripe apples in the orchard.
6. The farmer boy *drives* the cows to pasture.
7. The author *writes* a beautiful poem.
8. The cows *go* down to the river to drink.
9. The snow *falls* on the frozen ground.
10. The squirrel *eats* the sweet acorns from the oak trees.

Use one of the following groups of words in each of the sentences, and change the italicized word in the sentence so as to show past time :

a few days ago	last September
last summer	two weeks ago
yesterday	a month ago
last week	last Christmas
day before yesterday	a long time ago
a year ago	last fall

Write the sentences, with one of the following groups of words in each ; change the form of the

italicized word if necessary, and use with it the word *will*; in the fifth sentence use *shall* instead of *will*:

next week

next year

to-morrow

in a month

soon

next Christmas

in a few days

next September

next summer

next winter

Which sentences refer to present time ?

Which sentences refer to past time ?

Which sentences refer to future time ?

Write the sentences again, using in each the word *has* or *have*, and making necessary changes in the italicized words.

LESSON 63

THE COMMA IN ADDRESS

“Mr. Brown, may we play baseball in your vacant lot ?”

“Yes, Harry, you may, if you will not be too noisy.”

“May I play, after school, Mother ?”

Who is addressed in the first sentence ? What punctuation mark is placed after the name ?

Who is addressed in the second sentence ? What punctuation marks are placed before and after the name ?

Who is addressed in the third sentence ? What mark is placed before the name ?

The name of the person addressed is set off by a comma or commas.

Write sentences in which the following are addressed : Mr. Davis, Cousin Clara, Grandfather, Rover, Dr. Andrews, Pussy, Miss Taylor, Mother, Alfred, Baby.

LESSON 64

ORAL COMPOSITION—A STORY

Complete a story from one of the following suggestions ; tell your story to the class, from an outline that you have made :

1. One day Frank met an old lady who was carrying a heavy basket. He —.

2. Nellie could not learn her spelling lesson. The words were not difficult, but —.

3. One morning, when James came downstairs, he found the kitchen full of smoke. He —.

4. Helen received a camera for a birthday present. She went —.

5. Near the foot of a high hill was a thick undergrowth of brush, and here a mother rabbit had made her home. Every evening —.

LESSON 65

SELECTION FOR STUDY

THE VILLAGE BLACKSMITH

Under a spreading chestnut tree
The village smithy stands ;
The smith, a mighty man is he,
With large and sinewy hands ;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan ;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow ;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell.
When the evening sun is low.

And children coming home from school
Look in at the open door ;

They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys ;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise !
He needs must think of her once more,
How in the grave she lies ;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling — rejoicing — sorrowing,
Onward through life he goes ;
Each morning sees some task begun,
Each evening sees it close ;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught !

Thus at the flaming forge of life
Our fortunes must be wrought ;
Thus on its sounding anvil shaped
Each burning deed and thought.

— HENRY WADSWORTH LONGFELLOW.

Describe the smith.

Where was the blacksmith shop ?

What do you understand by the fifth and sixth lines of the second stanza ?

To what is the beat of the sledge compared, in the third stanza ?

Describe the picture in the fourth stanza.

Tell what you can of a blacksmith shop.

Explain : *anvil, forge, bellows, sledge.*

Describe the picture in the fifth stanza.

Tell what you think the last stanza means.

What is the lesson that has been taught ?

Use in sentences the following : *spreading chestnut tree; sinewy hands; evening sun; flaming forge; a night's repose.*

Who wrote this poem ?

Can you tell the name of anything else this poet has written ?

LESSON 66

HENRY WADSWORTH LONGFELLOW**HENRY WADSWORTH LONGFELLOW**

Picture to yourself a cozy library study in an old New England house, and in the room a man writing at the table. A white-haired man he is, with bright blue eyes and a mouth whose kindly smile cannot be hidden by the thick white beard. The man is Henry Wadsworth Longfellow, the best-loved poet of America.

Mr. Longfellow lived in Cambridge, and many of his poems were written about something located near his home.

There was a chestnut tree that grew by a smithy. The poet often stopped in the shade of the tree to watch the brawny smith at his work, for, like the children in the poem, he loved to see the flaming forge and the burning sparks.

But one day it was decided that the narrow street must be widened, — and widening it meant cutting

down the chestnut tree. Mr. Longfellow protested, but he could not save the great tree.

It was cut down, and then some one suggested that a chair be made of its wood, and be presented to the poet. The school children of the city brought their pennies and nickels to pay for the making of the chair, and one day it was sent to the home of their beloved friend.

Tell the story of the chestnut tree.

LESSON 67

SINGULAR AND PLURAL FORMS

Mr. Longfellow lived in Cambridge, and many of his poems were written about something located near his home.

In this sentence does the word *home* mean one home or more than one?

Does the word *poems* mean one poem or more than one?

When a word means one, it is said to be in the *singular* number.

When a word means more than one, it is said to be in the *plural* number.

Write the plurals of the following words :

poem	house	room
table	eye	smile
poet	tree	spark
street	chair	nickel

How is the plural of most words formed ?

Copy twenty words in the singular number, from Lesson 66.

Copy five words in the plural number, from Lesson 65.

Write the singular of each of the following words :

churches	crosses
porches	glasses
birches	sashes
benches	taxes
arches	foxes
ditches	negroes
brushes	potatoes
lashes	echoes

How was the plural of the words you have written formed ?

Notice the last two letters of each word included in the list.

LESSON 68

SELECTION FOR STUDY

THE WIND AND THE MOON

Said the Wind to the Moon, "I will blow you out ;
You stare
In the air
Like a ghost in a chair,
Always looking what I am about, —
I hate to be watched ; I'll blow you out."

The Wind blew hard, and out went the Moon.
So, deep
On a heap
Of clouds to sleep,
Down lay the Wind, and slumbered soon,
Muttering low, "I've done for that Moon."

He turned in his bed ; she was there again !
On high
In the sky,
With her one ghost eye,
The Moon shone white and alive and plain.
Said the Wind, "I will blow you out again."

* * * * *

He blew and he blew, and she thinned to a thread.
"One puff
More's enough
To blow her to snuff !

One good puff more where the last was bred,
And glimmer, glimmer, glum will go the thread."

He blew a great blast, and the thread was gone.

In the air

Nowhere

Was a moonbeam bare ;

Far off and harmless the shy stars shone, —

Sure and certain the Moon was gone !

The Wind he took to his revels once more ;

On down,

In town,

Like a merry-mad clown,

He leaped and halloed with whistle and roar, —

"What's that ?" The glimmering thread once more !

* * * * *

Slowly she grew, — till she filled the night,

And shone

On her throne

In the sky alone,

A matchless, wonderful silvery light,

Radiant and lovely, the queen of the night.

Said the Wind : "What a marvel of power am I !

With my breath,

Good faith !

I blew her to death, —

First blew her away right out of the sky, —

Then blew her in ; what strength have I !"

But the Moon she knew nothing about the affair ;
For high
In the sky,
With her one white eye,
Motionless, miles above the air,
She had never heard the great Wind blare.

— GEORGE MACDONALD.

Why did the wind wish to blow out the moon ?

In the second stanza, what happened to the moon ? Then what did the wind do ?

In the third stanza, what did the wind see when he *turned in his bed* ?

In the fifth stanza, what is meant by the *thread* ?

What happened when the wind *blew a great blast* ?

Tell the story in the last three stanzas.

Describe the sky as it appeared in the first, second, fifth, sixth, seventh, and ninth stanzas.

In the first stanza, *stare*, *air*, and *chair* are said to *rhyme*.

In the second stanza what words rhyme with the word *deep* ?

Find words that rhyme in the other stanzas.

Use in sentences : *slumbered*, *ghost*, *blast*, *revels*, *clown*, *glimmering*, *motionless*, *silvery light*, *affair*.



A COTTON FIELD

LESSON 69

CONVERSATION — CLOTHING

Mention different materials that are used for clothing. Of what materials are the following made? Shoes, buttons, gingham, ribbon, hats, gloves, overcoats, mittens, handkerchiefs, overshoes, collars, raincoats.

Tell how these materials are obtained, and through what changes they pass in the process of manufacture.

LESSON 70

CONVERSATION — COTTON

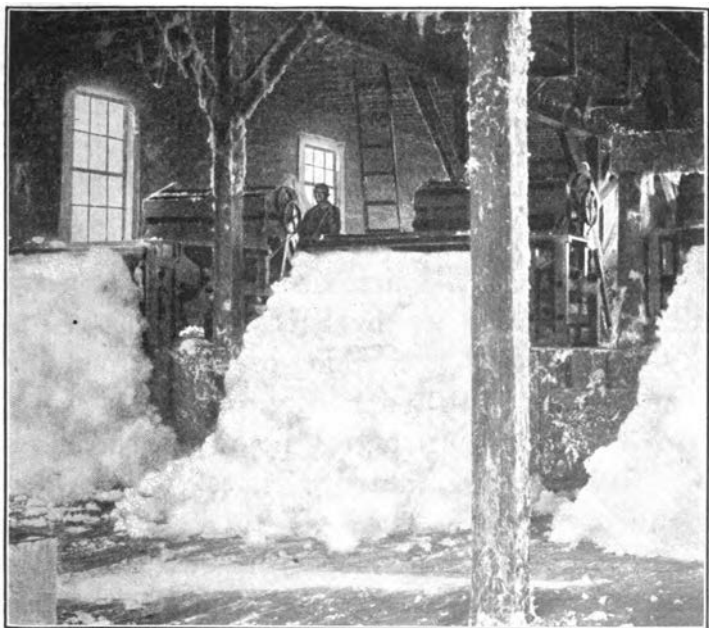
Growing the cotton. Shipping by boat or train.

Picking. At the mill.

Ginning. Spinning into thread.

Baling. Weaving into cloth.

Tell all you can about cotton ; group your sentences in paragraphs.



A COTTON GIN

LESSON 71

COMPOSITION — COTTON

Read again "The Story of the Flax," Lesson 40. Using the outline given in Lesson 70, write the story of cotton.

Tell what happened to a single cotton plant.

After the weaving into cloth tell of the transportation to a store in your city or town.

Tell the story of the cloth.

Who bought the cloth ?

LESSON 72

LETTER WRITING

Imagine that you are visiting a cousin on a cotton plantation in the South.

Write a letter home, telling of your arrival and your meeting with your cousin.

Write about your cousin's home and surroundings, his pets, and the good times you are having there.

Ask some questions about your own home, and send messages to members of your family and your friends.

LESSON 73

WORDS THAT RHYME

Write lists of words that rhyme with the following: grow, kind, ground, talk, part, each, tree, brown, sun, ride, hear, nest, high, grand.

Read the poem, "The Barefoot Boy," Lesson 35. Notice that the first line rhymes with the second. With what line does the third rhyme?

Write a stanza of four lines, making the first line rhyme with the second, and the third with the fourth.

Let your stanza be about one of the following: a windy day; an oak tree; Christmas; football; a squirrel; a kitten; a bird; your schoolhouse.

Write another stanza on any subject you wish.

LESSON 74

WRITING SENTENCES

Many hundred years ago, a Hebrew mother placed her baby boy in a tiny boat and hid him among the reeds by the river side.

In this sentence —

Read the words that tell *when*.

Read the words that tell *who*.

Read the words that tell two things that the mother did.

Write groups of words that tell *when*; as, *last fall*.

Use some of these groups of words in writing sentences similar in form to the first sentence in this lesson. Let your sentences be about —

an Indian boy

a rich man

a gray squirrel

George Washington

the king's daughter

an apple tree

a fairy

LESSON 75

WRITTEN CONVERSATION

Nellie Taylor has moved into the house next to that of Bessie Brown. The two little girls are talking together. Write the conversation,—Nellie asking questions about the school and neighborhood, which Bessie answers.

Use the following form :

Bessie. I am so glad you are going to live near me. Are you going to school Monday ?

Nellie. — — —.

LESSON 76

LETTER WRITING

A boy has failed to pass an examination and wishes to leave school.

Write a letter urging him to try again; tell him of his need of an education, and offer to help him in making up the required work.

LESSON 77

POSSESSIVE FORM

1. Butter is made from the milk of cows.
2. Butter is made from cows' milk.
3. The eggs of hens are good to eat.
4. Hens' eggs are good to eat.
5. The bees' cells are filled with honey.

Read the first sentence. Is the word *cows* singular or plural ?

In the second sentence how is possession shown ?

In the third sentence is the word *hens* singular or plural ?

In the fourth sentence how is possession shown ?

In the fifth sentence how is possession shown ?

The following words are in the *possessive singular*; change them to *possessive plural*:

lion's	oak's
ant's	wren's
teacher's	cricket's
pupil's	merchant's
artist's	mother's

Use in sentences :

all the birds' nests	farmers' barns
the bees' honey	dogs' collars
boys' voices	rabbits' ears
squirrels' teeth	butterflies' wings
cats' feet	crickets' chirp

Change the following to sentences containing possessive forms :

1. The child listened for the music of the fairies.
2. The blossoms of the apple trees are sweet.
3. The fierce roars of the lions frightened the other animals.
4. The soft light of the moonbeams fell across the floor.
5. The nest of the eagles was high up on the side of a mountain.
6. Claws of cats are curved and long.

LESSON 78

CONVERSATION — THE DOG FAMILY

Talk about the dog, using the following outline :

Covering of body.

Feet.

Teeth.

Food.

Method of hunting.

Habits.

Keen sense of smell.

Varieties of dogs.

Use.

Friendliness.

Bravery.

Intelligence.

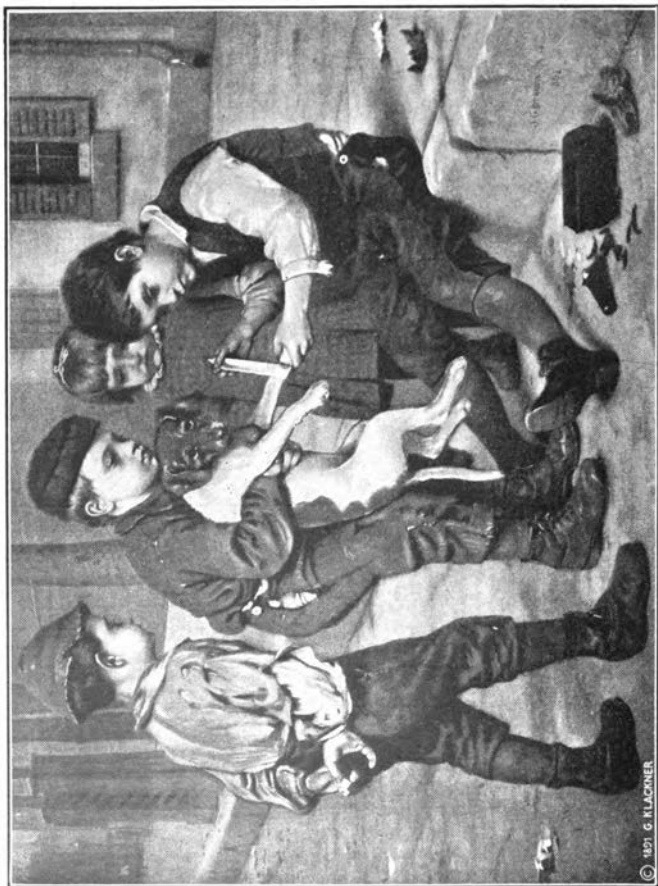


When are animals said to *belong to the same family*? (See Lesson 44.)

The following animals belong to the dog family ; compare those that you have seen with the dog, using the points given in the outline : wolf, fox, coyote, hyena, jackal.

Write ten statements about an animal of the dog family.

Bring to class pictures of any of the animals mentioned in this lesson.



THE WOUNDED COMPANION

From a painting by J. G. Brown.

LESSON 79

PICTURE STUDY—THE WOUNDED COMPANION

Describe the picture.

To which boy do you think the dog belongs ?

Tell the story suggested by the picture.

What is the artist's name ?

Find another picture by the same artist, in this book.

LESSON 80

COMPOSITION—STORY ABOUT WOOL

Frank Wentworth lived many years ago when this great country of ours was new. Winter was coming, and Mother Wentworth knew that Frank would need a heavy coat to keep him warm when the north wind piled the great snowdrifts high around the door.

Copy the paragraph and complete the story, telling about —

Cutting the wool from the sheep.

Combing or carding it into long rolls.

Spinning it into yarn on the spinning wheel.

Dyeing it in the big kettle.

Weaving the yarn into cloth on the loom.

Making the cloth into a coat.

Let your story contain conversation between Frank and his mother, concerning the work.

LESSON 81

CORRECT USE OF WORDS

1. "May I help you, Mother?"
2. "You may help cut the wool, Frank, but I doubt if you can spin it."
3. "I am sure I can spin it; please, let me try."

Read the sentence that asks permission.

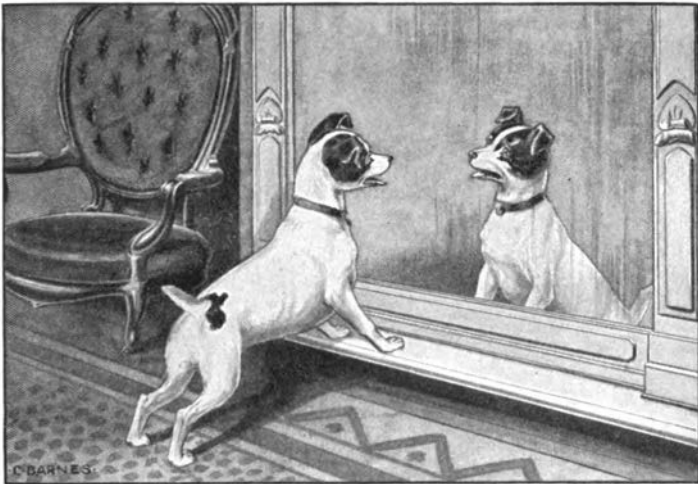
Read the part of sentence 2 that grants the desired permission.

Read the parts of sentences 2 and 3 that relate to Frank's ability to spin.

Notice the use of *can* and *may*.

Write six sentences containing the word *may*, in which you ask permission of your mother or teacher to do certain things.

Write ten sentences containing the word *can*, in which you ask different classmates concerning their ability to do certain things.



LESSON 82

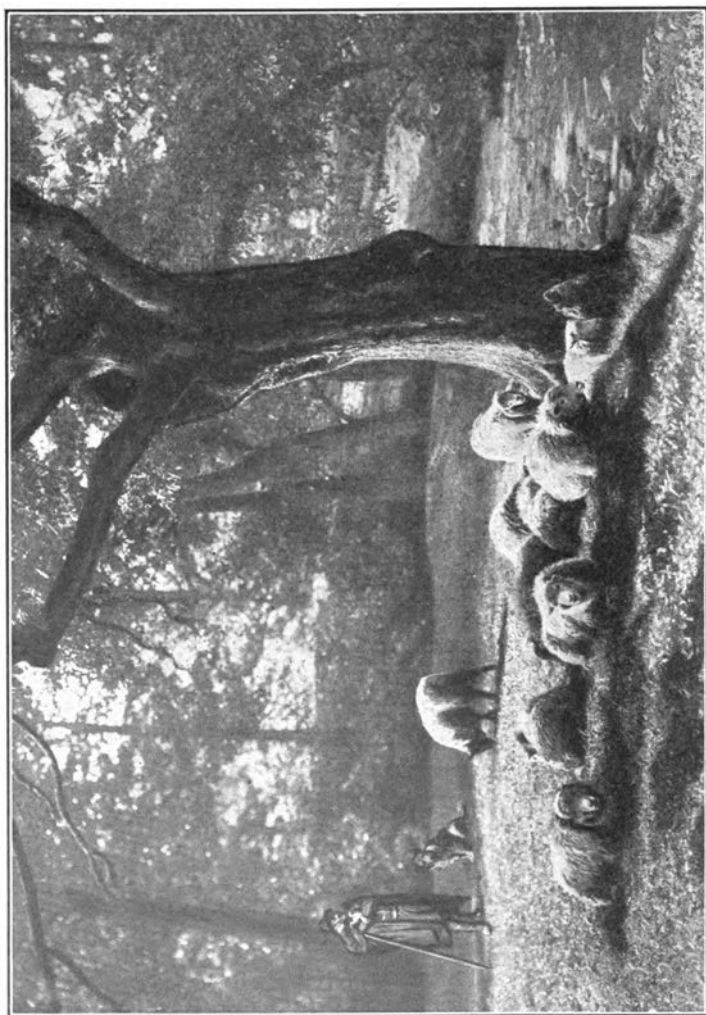
COMPOSITION — FRISK AND THE MIRROR

One day Frisk saw himself in the mirror, which his mistress had been dusting.

He thought he saw another dog. What do you think happened ?

Tell or write the story as if Frisk were telling it. Begin the story in this way :

This morning, when I went into the dining room, I was much surprised to see another dog standing in front of me.



SHEPHERD AND SHEEP

(86)

LESSON 83

PICTURE STUDY—SHEPHERD AND SHEEP

Describe the picture.

What time of year do you think it is? Give a reason for your answer.

What time of day do you think it is?

Which part of the picture interests you more, the sheep or the surroundings?

Does such a picture make you long to be in the woods? What would you do if you had an afternoon to spend in such a place?

Of what use to a shepherd is a dog? Tell any stories that you may have read about shepherd dogs.

LESSON 84

CORRECT USE OF WORDS

1. The shepherd *gives* food to the sheep.
2. He *knows* the best pasture.
3. The lambs *run* through the grass.
4. Wolves *steal* some of the lambs.
5. The shepherd *speaks* to his dog.
6. He *takes* a lamb in his arms.

1. Change the sentences so that they will refer to some time in the past.
2. Change the sentences so that they will refer to some time in the future.
3. Change the sentences, using in each the word *has* or *have*.

LESSON 85

SINGULAR AND PLURAL

The plurals of some words are formed in irregular ways.

Learn the following :

SINGULAR	PLURAL
mouse	mice
OX	oxen
goose	geese
foot	feet
man	men
woman	women
tooth	teeth
child	children

The following words have the same form for both singular and plural : sheep, deer, moose.

Copy, from Lesson 40, ten words that are plural ; change them to the singular number.

LESSON 86

KING SOLOMON AND THE BEES

When Solomon was reigning in his glory,
Unto his throne the queen of Sheba came, —
So in the Talmud you may read the story, —
Drawn by the magic of the monarch's fame,
To see the splendors of his court, and bring
Some fitting tribute to the mighty king.

Nor this alone : much had her highness heard
What flowers of learning graced the royal speech ;
What gems of wisdom dropped with every word ;
What wholesome lessons he was wont to teach
In pleasing proverbs ; and she wished, in sooth,
To know if rumor spoke the simple truth.

Besides, the queen had heard (which piqued her most)
How through the deepest riddles he could spy ;
How all the curious arts that women boast
Were quite transparent to his piercing eye ;
And so the queen had come, — a royal guest, —
To put the sage's cunning to the test.

And straight she held before the monarch's view,
In either hand, a radiant wreath of flowers ;
The one, bedecked with every charming hue,
Was newly culled from nature's choicest bowers ;
The other, no less fair in every part,
Was the rare product of divinest art.

“Which is the true and which the false ?” she said.

Great Solomon was silent. All amazed,
Each wondering courtier shook his puzzled head ;
While at the garlands long the monarch gazed,
As one who sees a miracle, and fain,
For very rapture, ne’er would speak again.

“Which is the true ?” once more the woman asked,
Pleased at the fond amazement of the king ;
“So wise a head should not be hardly tasked,
Most learned liege, with such a trivial thing !”
But still the sage was silent ; it was plain
A deepening thought perplexed the royal brain.

While thus he pondered, presently he sees,
Hard by the casement, — so the story goes, —
A little band of busy, bustling bees,
Hunting for honey in a withered rose.
The monarch smiled and raised his royal head ;
“Open the window !” that was all he said.

The window opened at the king’s command ;
Within the room the eager insects flew,
And sought the flowers in Sheba’s dexter hand !
And so the king and all the courtiers knew
That wreath was nature’s ; and the baffled queen
Returned to tell the wonders she had seen.

— JOHN G. SAXE.

Why did the Queen of Sheba travel far to see Solomon ?

What had she heard with regard to the great Hebrew king ?

How did she test his wisdom ?

What was the result of the test ?

Write the story of "King Solomon and the Bees," using the following words: *magic, monarch, tribute, proverbs, rumor, piqued, transparent, radiant, culled, garlands, amazement, trivial, perplexed, withered, baffled.*

Arrange your story in paragraphs, and let it contain at least two direct quotations.

LESSON 87

COMPOSITION—A STORY

Tell the fable of "The Hare and the Tortoise."

Write a similar story about two boys: Frank, who learns everything easily, and Carl, who has to work hard to learn his lessons.

A prize has been offered for the pupil who spells the most words correctly.

Show how Carl won the prize.

Let your story contain some direct quotations.

LESSON 88

SELECTION FOR STUDY

DAYBREAK

A wind came up out of the sea,
And said, "O mists, make room for me!"

It hailed the ships, and cried, "Sail on,
Ye mariners, the night is gone!"

And hurried landward far away,
Crying, "Awake! It is the day!"

It said unto the forest, "Shout!
Hang all your leafy banners out!"

It touched the wood-bird's folded wing,
And said, "O bird, awake and sing!"

And o'er the farms, "O chanticleer,
Your clarion blow; the day is near!"

It whispered to the fields of corn,
"Bow down, and hear the coming morn!"

It shouted through the belfry tower,
"Awake, O bell! Proclaim the hour."

It crossed the churchyard with a sigh,
And said, "Not yet! In quiet lie."

— HENRY WADSWORTH LONGFELLOW.

Give the meaning of *mariners, chanticleer, clarion, chiming, belfry, proclaim.*

What effect does the wind have on the mists ?

Who or what is meant by *it* in the second stanza ?

What words might have been used in place of *landward* in the third stanza ?

Explain *leafy banners* in the fourth stanza.

Explain the sixth stanza.

What do you understand by the last stanza ?

Use in sentences : *hailed, landward, leafy banners, fields of corn.*

To what different things did the wind speak ?

How many different quotations are there in the poem ?

What contraction do you find ?

Find examples of the person or thing addressed.

Who wrote the poem ?

LESSON 89

DICTATION

Write from dictation the first four stanzas of "Daybreak," Lesson 88.

LESSON 90

EXCLAMATIONS

The wind said unto the forest, "Shout !"

It called to the ships, "Awake ! The night is gone !"

The sailors shouted, "Hurrah ! The day has come !"

Where are exclamation points (!) placed in these sentences ?

How many exclamations can you find in the poem, Lesson 88 ?

Write exclamations which you might use —

If you had lost some money.

If you had found it again.

If you had received a gift.

If you had heard something that greatly surprised you.

If you were hurt.

If you wished some one to keep quiet.

If you had won a game.

If you had lost a game.

If you were in need of help.

If you were tired.

If you were given a holiday.

LESSON 91

AN AUTOBIOGRAPHY

An autobiography is an account of one's life written by himself.

Use the following outline in writing your autobiography :

Name.

Birthplace.

Date of birth.

Residence.

School life.

 Name of school.

 Name of teacher.

 Grade.

 Studies.

Occupations outside of school.

Favorite games or sports.

Favorite books.

Pets.

Friends.

Interesting or exciting events in your life.

Plans for the future.

 Education.

 Business.

LESSON 92

AN ORIGINAL FAIRY STORY

Once upon a time, a child sat under an oak tree near a stream of water. She seemed very sad, for now and then a tear rolled down her face and fell upon the grass.

Presently, where the tears had fallen, something moved. The child turned and beheld at her side an old, old fairy.

Complete this story. What was the fairy's first question? What was the little girl's answer? What did the fairy do to help the child?

Think of your story and make an outline that you can use in telling it.

What exclamations might the child use when she sees the fairy?

What exclamations might the fairy use when she hears the sad story of the little girl?

What exclamations might the child use to show her happiness, after the fairy has helped her?

Use in your story —

Quotation marks.

Possessive form.

LESSON 93

COMPOSITION—TWO SQUIRRELS



Write or tell a story about two little squirrels that lived in an old elm tree.

Include in your story some incident that might happen in the life of a squirrel.

What enemies has a squirrel? What narrow escape might a squirrel have?

LESSON 94

CONVERSATION—GNAWERS OR RODENTS

Talk about the squirrel, from the following outline:

Size.

Covering of body.

Color.

Feet.

Teeth.

Food.

Provision for winter.

Habits.

Why is a squirrel called a gnawer ?

When are animals said to belong to the same family ?

Tell what you can of the —

beaver

chipmunk

hare

rabbit

porcupine

prairie dog

mouse

guinea pig

woodchuck

rat



LESSON 95

CORRECT USE OF WORDS

Tom and Henry are both tall, but I believe Henry is the taller.

There are several tall boys in the class, but Frank is the tallest.

In the first sentence how many boys are compared ?

What is added to *tall* to indicate the comparison ?

In the second sentence, where more than two are compared, what is added to *tall*?

When words are long they are usually compared by prefixing *more* and *most*; as, beautiful, *more* beautiful, *most* beautiful.

Some words are compared irregularly ; as, *good*, *better*, *best*.

Fill the blanks in the following sentences with words chosen from the list on page 100 :

1. I have only a little money and she has —.
2. Which is the — of the two boys ?
3. There are many pretty pictures in the room ; which do you think is the — ?

4. This is a — apple, but that one is —.
5. You took the — apple in the basket.
6. Sugar is —, but honey is —.
7. This is an amusing story, but that one is —.
8. To-day is cold, Saturday was —, and last Friday was the — day of this month.
9. Which of the two babies is the — ?
10. Which of the three babies is the — ?
11. This orchard has a great many trees, but the orchard across the street has —.
12. All the trees have apples on them, but this one has —.
13. Which tree in the orchard is — from the road ?

little	less	least
old	older	oldest
good	better	best
pretty	prettier	prettiest
large	larger	largest
sweet	sweeter	sweetest
cold	colder	coldest
amusing	more amusing	most amusing
young	younger	youngest
many	more	most
far	farther	farthest

LESSON 96

CONVERSATION — MONEY

Name different kinds of money.

Of what is the penny made ?

Of what is the five-cent piece made ?

Name some money that is made of silver.

Of what is the five-dollar piece made ?

Why is the five-dollar piece smaller than the silver dollar piece ?

Why could not the dollar piece be made of iron or copper, instead of silver ?

Why are the edges of some coins notched ?

In what is the right to coin money vested ?

What is the place where money is coined called ?

Examine a piece of money. Tell what printing and pictures you find. Explain the meaning of the pictures.

Examine and describe a piece of paper money.

LESSON 97

COMPOSITION — HISTORY OF A DIME

One morning in winter, a shining dime came from the mint and began its journey in the world.

It went first to a bank, where —.

Complete the story, telling of the different people who used the dime. Trace it until it is finally lost in a lake or river.

LESSON 98

PICTURE STUDY—RETURN OF THE FISHING BOATS

Look carefully at the picture, then close your eyes and try to see it.

Does the picture suggest any body of water that you have seen ?

Have you seen sail boats ? If you have, tell something about them.

What time of the day do you think it is ?

Where have the boats been ?

Can you think of a story suggested by the picture ?

Suppose a boy twelve years old were on the boat, what story might he tell ?

Do you think this picture could be used to illustrate any poem in this book ?

What part of the poem suggests the picture ?